

**THE ROLES OF THE TEACHER IN CLASSROOM
INTERACTION IN WRITING CLASS AT THE SEVENTH
GRADE OF SMP N 2 COLOMADU ON 2017/2018
ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirement for Getting
Bachelor Degree of Education in English Department**

by:

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The researcher,



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THE ROLES OF THE TEACHER IN CLASSROOM INTERACTION IN WRITING CLASS AT SEVENTH GRADE OF SMP N 2 COLOMADU ON 2017/2018 ACADEMIC YEAR.

Abstrak

Tujuan dari penelitian ini untuk mengidentifikasi peran guru di kelas tujuh dalam kelas menulis. Penelitian ini merupakan penelitian kualitatif. Data penelitian diperoleh dari catatan lapangan dan transkrip wawancara guru dan siswa. Metode pengumpulan data dalam penelitian ini yaitu pengamatan dan wawancara. Berdasarkan hasil penelitian ini menunjukkan bahwa peran guru disetiap tipe interaksi berbeda. Adapun peran guru disetiap tipe interaksi yaitu sebagai pengontrol, sumber belajar, dan tutor dalam tipe interaksi siswa dengan materi. Sedangkan dalam tipe interaksi siswa dengan guru, guru berperan sebagai pengontrol, pemotivasi, sumber belajar, dan tutor. Guru berperan sebagai pengontrol dan tutor dalam tipe interaksi siswa dengan siswa.

Katakunci : Interaksi kelas, peran guru, kelas menulis

Abstract

The objective of this research was identified the teacher's role in interaction in writing class at seventh grade of SMP N 2 Colomadu. This study was qualitative research whose data were obtained from field note and interview transcripts of the teacher and the students. The method of collecting data was observation and interview. Based on the results of this study showed that the teacher's role different in each types' interaction. The teacher acted as controller, resource, and tutor in the learner-content interaction. Besides that, the teacher acted as controller, prompter, resource, and tutor in the learner-instructor interaction. The teacher acted as controller and tutor in learner-learner interaction.

Keywords : *classroom interaction, the teacher's role, writing class*

1. INTRODUCTION

Language is an important communication tool in human life. According to Hardini (2012: 183) said that, language as important thing in human life because it is communication tool in daily life. Through language, the human could interact with each other. In the interaction needed a common language, so everyone could communicate in one language. English is an international

language. It means the language used to communicate between countries. According to Brumfit (2001: 35) said that, “English is an international language that it is the most widespread medium of international communication”. Therefore, English is an important thing to learn, especially for students. In teaching English, there are four skill should be taught; listening, speaking, reading and writing skill. Writing is the most difficult skill to master for foreign language learners due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization but also turn such ideas into a readable text Richard & Renandya (Fauziati 2015: 123).

Writing is difficult skill, especially for students who learning of foreign language like English. They have difficulties in transfer of idea to the target language, for example in Indonesian to English, because they lack vocabulary. Thus, the teacher and the students’ role in teaching-learning writing process are important. The teacher must interact with students, so teaching learning process can be directed and the teacher can develop the students’ potential.

Additionally, the students also have to interact with the teacher to get feedback. Interaction is the action performed by two or more objects. Interaction was as reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another (Wagner 1994:8). Interaction required in classroom for success of the teaching learning process.

According to Kumplainen & Wray (2002: 10), classroom interaction is formed from structure discourse pattern to dynamic teaching and learning conversation more typically found in everyday setting. It means that classroom interaction not only students interact or speak each other but also a pattern of communication. It can be said that the interaction among teacher and the students and among students has a pattern that effect the classroom interaction.

Based on observation at seventh grade of SMP N 2 Colomadu, the researcher found several students did not pay attention and unenthusiastic in teaching learning process. The success of teaching learning process is influenced by the teacher's role to increase the students' learning interest. Therefore, the researcher wants to identify teacher's role in interaction in writing class at seventh grade of SMP N 2 Colomadu.

Based on the phenomenon stated above, this research was conducted this research to identify teacher's role in interaction in writing class. Thus, the researcher entitles this research: **"The Role of the Teacher in Interaction in Writing Class at Seventh Grade of SMP N 2 Colomadu on 2017/2018 Academic Year."**

2. METHOD

This study is qualitative research because the study aims to identify the teacher's role in interaction in writing class at seventh grade of SMP N 2 Colomadu. The researcher was conducted research at seventh grade of SMP N 2 Colomadu on January 29th until February 17th 2018.

The participants of this study were an English teacher and students' seventh grade, especially class A in SMP N 2 Colomadu on 2017/2018 academic year. Technique for collecting data was observation and interview. The researcher observed in the classroom for 3 weeks. It conducted on February 1st, 5th, 8th, 12th, 15th 2018. The researcher observed in the classroom for 2 hours. The researcher recorded and noted event of teaching writing process in A class.

The researcher also interviewed Ms. S.R. who taught English in seventh grade of SMP N 2 Colomadu and six students of seventh grade. The researcher asked to them about the role of the teacher in interaction especially in writing class.

3. FINDINGS AND DISSCUSSION

3.1 Finding

Based on observation and interview, the researcher found the teacher's roles in interaction in writing class. The teacher has different roles in each type's interaction. Each of the findings explained as follow:

3.1.1 The Role of the Teacher in Interaction in Writing Class at Seventh Grade of SMP N 2 Colomadu

Based on observation at seventh grade of SMP N 2 Colomadu the teacher acts as controller, prompter, resource, and tutor in classroom interaction. The teacher has a role in each types of interaction. The explanation was below:

3.1.1.1 The Learner-Content Interaction

When the students interact with the subject of the study, the teacher plays a role as controller, resource, and tutor.

3.1.1.1.1 Controller

The teacher acts as controller in the learner-content interaction. The researcher found this role in observation on February 1th, 2018 with the subject describe of animal. The teacher controls the students to focus on the material.

Teacher	: Okay, we start from dialogue 1. Let's Dafa and Aris read dialogue 1 " <i>Lisa and Dayu</i> ." Everyone listen it, no other activities.
Dafa	: (Dafa read dialog as Li Lisa) " <i>Dayu, do you have a pet?</i> "
Teacher	: Everyone focus in the book. From question " <i>Lisa:Dayu, do you have a pet?</i> " What does it mean?
Students	: <i>Dayu, apakah kamu mempunyai binatang</i>

Teacher	<i>peliharaan?</i> : <i>Dayu, apakah kamu mempunyai binatang peliharaan?</i> What is Dayu's answer?
Students	: <i>"Yes I do. I have two cats."</i>

(Observation on February 1, 2018)

The teacher shows as controller on above the conversation. The teacher controls the students to focus on the material.

3.1.1.1.2 Resource

The teacher plays a role as resource in the learner-content interaction. The teacher is correcting the students' answer. The teacher found this role in observation on February 8th, 2018 with the subject of plural and singular.

Teacher	: Mustaqim
Mustaqim	: (Mustaqim writes on whiteboard) I only buy one candy but they buy five.
Students	: Correct
Teacher	: There is something wrong. You can see "Candy", is it correct or incorrect? (The teacher corrected "candy" to "candies")

(Observation on February 8th, 2018)

Based on above the conversation show that the teacher acts as resource, the teacher correct the students answer.

3.1.1.1.3 Tutor

The teacher also has role as tutor in this interaction. The teacher tests students' comprehension by asking question that related with the material. It occurs in observation on February 1st, 2018 when the students read a dialogue about describe of animal physical characteristic.

Teacher : Okay, stop!
They are very little.
What is the meaning *little* in Indonesia?
Students : Kecil
Teacher : *They are very little*
Who are they?
Students : Cat
Teacher : Okay next, *they're*
Aris : *They're babies, very cute ones.*

(Observation on February 1st, 2018)

The teacher acts as tutor when the students read the dialogue. The teacher tests the students' comprehension about material. Based on above conversation, the teacher asks to students the meaning of "little" in Indonesian. The teacher also asks to the students "who are they" in the material.

3.1.1.2 The Learner-Instructor Interaction

The teacher has some role in this type. Those are controller, prompter, resource, and tutor.

3.1.1.2.1 Controller

The teacher also acts as controller in the learner-instructor interaction. The teacher exchange a seat of the students in front when the student cannot read the material on the whiteboard. It occurs in observation on February 15th, 2018 in group task about describe people and animal.

Rinta : Ma'am, I cannot read the writing on the whiteboard.
Teacher : You can exchange seat with Siti. Siti, you can sit in the back. After finished writing, you can go back in your seat.

(Observation in February 15th, 2018)

In this role, the teacher acts as controller students' activities in the classroom. Based on above conversation, the teacher organizes the students' seat. There is the student do not read of writing on the whiteboard, so the teacher instruct the student to exchange seat.

3.1.1.2.2 Prompter

The teacher acts as prompter in the learner-instructor interaction. The teacher though the student did not depend completely to the teacher. The teacher found this role in observation on February 8th, 2018.

Teacher : Is it correct or incorrect for number 4?
 "I need a pair of glass."
Students : Correct
Teacher : Why the sentence correct?

Students : There is “a”
Teacher : Which one show “a”?
Students : “a pair”
Teacher : What is the meaning “pair”?
Students : *Memperbaiki*
Teacher : *Sepasang*, because “pair”, so
how many it?
Students : Two
Teacher : How about the word
“glass”?
Students : added “-es”

(Observation on February 8th, 2018)

The teacher shows acts as prompter in above conversation between the teacher and the students. The teacher teaches the students do not depend completely to the teacher. The teacher involves the students in answering question.

3.1.1.2.3 Resource

The teacher also acts as resource in the learner-instructor interaction. The teacher explains the material once again, when the students did not understand. The teacher found this role in observation February 15th, 2018.

Student : Ma’am I am still not understand.
Teacher : Okay. For example, there are 6 phrases in number 1. And then develop it into paragraph. Example number 1 “beautiful girl” you can give her name, who is she, your classmate or your neighbor. Then, she has long hair, white skin and pointed nose. It means describe her physical.

After that then you arrange into paragraph.
 Student : Okay Ma'am.

(Observation on February 15th, 2018)

Above the conversation, the teacher shows as resource in the classroom. The teacher explains once again when the students do not understand.

3.1.1.2.4 Tutor

The teacher acts as tutor in the classroom. The teacher tests the students' comprehension about the material. The teacher found this role in the learner-instructor interaction in observation on February 5th, 2018. The teacher guides the students to answer question.

Teacher : *What do you think*, is it correct or incorrect?
 Student 6 : Incorrect
 Teacher : What is Dayu's answer?
"It's beautiful. There are so many beautiful flowers and big trees." It's beautiful,
 It is physical characteristic, isn't it?
 Students : Yes, it is.
 Teacher : So, what is the question?
 Arjuna : *"What do they look likes?"*

(Observation on February 5th, 2018)

The teacher shows act as tutor on conversation between teacher and students in observation on February 5th, 2018. The teacher test students' comprehension of material. The teacher guides the students to

answer question. Above the conversation, the teacher ask to the students about physical characteristic in describe of place.

3.1.1.3 The Learner-Learner Interaction

This type interaction happened when the students did a group task. The teacher has some of role in this interaction. Those are controller and tutor. The teacher helped the student in dividing their task in group.

3.1.1.3.1 Controller

The teacher acts as controller, when the student interacts with the student. It occurs in observation on February 15th, 2018 with group task about describe of people and animal. The teacher helped the students in dividing the task.

Teacher	: Who is doing for number 1 to 6?
Yuda	: (Yuda is pointing his friends).
Teacher	: There are only 2 questions. You do number 1 to 6 for Part 1 You do number 1 to 6 for Part 2

(Observation on February 15th, 2018)

The teacher acts as controller on above the conversation. The teacher helps the students in dividing the group task.

3.1.1.3.2 Tutor

The teacher acts as tutor in the learner-learner interaction. The teacher guided the students to answer group task.

Teacher : (The teacher look at the student's task, and then gives explanation).
She is beautiful girl. She has long hair, white skin and pointed nose.
 What is her name?
 What is she?
 For example, I have a cat. It was named Caty. It has white fur. You can mention that *she is my classmate or your neighbor.*

Arjuna : Okay (Arjuna is correcting his task)

(Observation on February 15th, 2018)

The conversation between teacher and the student show that the teacher acts as tutor in teaching writing process. The teacher helps the student to answer group task. The teacher gives explanation more clearly to the student.

Furthermore, the following was table show the teacher's role in each type's interaction in writing class at SMP N 2 Colomadu.

Table 4.1
The Teacher's Role in each Type's Interaction

No.	The types of classroom interaction	The role of the teacher
1.	The Learner-Content Interaction	Controller
		Resource
		Tutor
2.	The Learner-Instructor Interaction	Controller

		Prompter
		Resource
		Tutor
3.	The Learner-Learner Interaction	Controller
		Tutor

The table shows that the teacher has different roles in each type's interaction. The teacher acts as controller, resource and tutor in the learner-content interaction. Meanwhile, in the learner-instructor interaction, the teacher acts as controller, prompter, resource, and tutor. In the learner-learner interaction, the teacher only act as controller and tutor.

3.2 Discussion

Based on research findings, the researcher found the teacher's role in each type's interaction in writing class at seventh grade of SMP N 2 Colomadu. The teacher's role in each type's interaction in writing class was different.

In writing class, the teacher has some of the role. Those are controller, prompter, resource, and tutor. The researcher plays a role according to type's interaction. The teacher acts as controller, resource, and tutor in the learner-content interaction. The teacher acts as controller, prompter, resource, and tutor in the learner-instructor interaction. In the learner-learner interaction, the teacher only acts as controller and tutor.

This research findings were different with finding by Chinoun (2015) entitled "*The Impact of Classroom Interaction on EFL Learners Writing skill.*" Chinoun found more the role of the teacher in the classroom than the researcher's findings. The roles of the teacher in classroom interaction on EFL learners' writing skill were controller, assessor, corrector, organizer, prompter, and resource. Chinoun's

findings has similarity with the researcher's findings, the both same describe about interaction in writing class.

From the theoretical perspective, the findings of this research were related with Harmer's theory about the roles of the teacher in classroom interaction. There were five the roles of the teacher in classroom interaction by Harmer's theory that related with the research. Those are controller, prompter, resource, participant, and tutor. The researcher found only four the roles of the teacher in classroom interaction except participant.

4. CONCLUSION

Based on research findings, the researcher draw a conclusion about the teacher's role in interaction in writing class at seventh grade of SMP N 2 Colomadu on 2017/2018 academic year as follow:

a. The teacher's role in interaction in writing class

Based on the observation and interview, the teacher has some of the role-play in interaction in writing class. The teacher acts as controller, prompter, resource, and tutor in writing class. In each types of classroom interaction, the teacher has the different role. The teacher acts as controller, resource, and tutor in the learner-content interaction. Meanwhile, in the learner-instructor, the teacher acts as controller, prompter, resource, and tutor. In the learner-instructor, the teacher has more the role than the learner-content interaction and the learner-learner interaction. In the learner-learner interaction, the teacher only acts as controller and tutor.

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